

ATA

The Magazine

OFFICIAL ORGAN of the ALBERTA TEACHERS' ASSOCIATION



ALBERTA'S BEST YEAR!

Volume 29, Number 3
December, 1948



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THIS MONTH'S COVER

†

This month's cover pictures a few of the factors that have contributed to making 1948 a banner year for Alberta. Agriculture, sport, industry, and provincial income are but a few of the fields in which amazing results have been achieved. We felt that teachers, having a justifiable pride in their Province, would appreciate our cover this month.

The ATA Magazine

OFFICIAL ORGAN of the ALBERTA TEACHERS' ASSOCIATION

MAGISTRI NEQUE SERVI

ERIC C. ANSLEY, Managing Editor
Imperial Bank Bldg., Edmonton

Volume 29

DECEMBER, 1948

Number 3

PROVINCIAL EXECUTIVE ALBERTA TEACHERS' ASSOCIATION

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The Editor Says . . .

REVIEW OF '48

THE new pension plan is the most significant advance in the status of teaching since membership in the Alberta Teachers' Association became a condition of employment. On and after April 1, 1948, all those who have devoted their lives to the service of teaching will retire at the age of 65 and will receive regular monthly allowances sufficient to enable them to enjoy their remaining years in dignity and in comparative comfort. In terms of an estate, the new pension plan means that a teacher, who retires at the age of 65, and, who has earned an average salary of \$3,000.00 a year over a five-year period, will get a pension of \$1,575 a year—\$131.25 a month—worth \$18,348.75 in the case of a male teacher, and worth \$21,325.50 in the case of a female teacher.

This year salaries are about \$300 higher than last year, but teachers' salaries are still so far below the wages in other occupations that the shortage of teachers is still critical. Over 400 classrooms are without teachers, and it is now obvious to teachers and trustees that the usual makeshifts, such as short courses and correspondence centres have not helped one whit, except to keep the public from complaining too much. Each year makes it more certain that Alberta can't get enough teachers either by lowering the qualifications for entrance to the Faculty of Education, or by turning out certificated teachers after a few weeks of training.

A FEW changes have been made in the curriculum and several curriculum councils have been set up. But in the main, the curriculum in Alberta schools is an outline of subject matter determined by a small group of teachers and officials and imposed on the pupils whether suitable or not. The main problem in curriculum making is how much freedom should be given to the teachers to decide what should be taught. The problem of the teachers' responsibility is related to the training, to the experience of the teachers, and to the time made available for curriculum meetings.

The guidance programme is developing very satisfactorily, especially in the high schools. To date, pupils have been offered guidance, not advice—there is a difference.

Our Fall Conventions are showing a definite trend towards more teacher participation and provisions for a greater interchange of ideas among teachers, superintendents, guest speakers of the Alberta Teachers' Association, and representatives of the Department of Education and

the Faculty of Education. In general, there are more workshop groups and fewer formal speeches which means vital, dynamic conventions.

Educational Publicity Committees have been set up by the Local Associations and some ambitious and worthwhile schemes are now in operation. Teachers are taking a greater interest in community affairs, including membership in organizations and election to municipal councils and the Legislative Assembly. Teachers are selling the schools to the people.

THE first step towards a suitable building for the Alberta Teachers' Association was taken this fall when a lot for that purpose was purchased in Edmonton. This lot will provide an excellent site for the building that will eventually become the centre of the ever-growing interests of the teachers of Alberta.

Grants for elementary and secondary schools were raised slightly at the 1948 session of the Legislature. School boards were made subordinate to municipal councils through the passing of the infamous 293a. Incidentally, it has been stated on good authority that the municipal councils did not ask for this control over the school boards—none want to admit their responsibility for the abortive legislation.

The Judge Report on Municipal Taxation was presented. Teachers are not enthusiastic about it. For example, it made no mention of teachers' salaries although most, if not all, of the briefs submitted, stated that salaries must be raised. On the other hand, only one brief suggested that grants for schools be at least 50% of the cost in all districts and the Report took that statement as the consensus of all the briefs submitted. The suggested formula for the working out of school grants is a very strange thing.

THE Report of the Status of the Teaching Profession was presented to the Canadian Education Association by Dean LaZerte. A summary was published in the November A.T.A. Magazine. This report may mark the turning point in our struggle to get better schools for the boys and girls living in Canada. The Canadian Education Association instructed the Board of Directors *to initiate a programme of action that would improve the conditions indicated in the report.*

Finally, the rapport between all bodies interested in school is excellent. The Department of Education, the Faculty of Education, the Alberta School Trustees' Association, the Alberta Home and School Association, the Alberta Teachers' Association, the Canadian Teachers' Federation, the Alberta Educational Council, and the Canadian Education Council, are working together for a common cause—better schools for our boys and girls.

Our President's Column . . .

A FAVORITE argument used by some school boards in salary negotiations runs something like this:

"Our teachers are quite satisfied with the old schedule. Not one of them complained until you fellows of the A.T.A. made them discontented." The inference, sometimes spoken, and nearly always unspoken, is, "Why don't you mind your own business and leave us alone?"

To date your executive has received no complaints from teachers who think that their salary increases have been too high. We have, however, received many complaints from town and village teachers who feel that their own negotiating committee has let them down.

It is a sad fact that many teachers are actually afraid to ask for even a slight increase. They are afraid of public resentment in their small communities, afraid of reprisals in some form or other by the school boards; they are afraid in fact, of attracting any attention whatever to themselves and they meekly accept what crumbs may fall from the board-room table.

On my desk I have a very indignant letter from a small town school board. It seems that our "pugnacious" and "belligerent" organization, on receiving a copy of this town's schedule, not only acknowledged its receipt, but went so far as to criticize it and refer to it as one of the worst schedules in the province. The criticism touched a raw spot. The town has good reason to feel sensitive about its schedule as the speed with which the board sprang to its defence would indicate. It is a very poor schedule.

The main argument used in its defence is that it was negotiated

without any friction and that the teachers were perfectly satisfied. Under those conditions who can blame a school board for closing the deal? We most certainly reserve the right, however, to criticize the schedule and all who had any part in its "frictionless" negotiation. Its effect on neighboring school districts could well be disastrous to the welfare of teachers.

Any negotiating committee that accepts a poor schedule through complacency, fear of security of tenure, or fear of any form of intimidation, well deserves the censure of all members of our association. When we have assured ourselves that our demands are fair and just, we must stick together and carry through until an equitable contract is secured.

YOUR salary schedule is not your business alone. It is the business of nearly six thousand teachers who are trying with no small success to make teaching a real profession. When you sign a schedule keep those other thousands in your mind. We need your help but don't expect us to remain silent and docile when a few districts pull the props from under us.

Let the chairman of each negotiating committee see himself in the language of Wordsworth,

"He holds no parley with unmanly fears,
Where duty bids, he confidently steers."

The boast that a schedule was negotiated without friction is certainly not the best recommendation for its acceptance.

E. T. WIGGINS.

Much happiness is overlooked because it doesn't cost anything.

ONE OF THOSE BORN TEACHERS

By LORRAINE GOVERMAN

THE children were leaping out of their chairs in excitement. "I know! I know!" Arms were waving, faces were screwed-up with eagerness. No one was going to be left out. Every one wanted to try to answer every question.

The youngsters in the primary room of the Coaldale School are responsive enough to wear a teacher to a frazzle. This might not be anything to write about, except for a couple of circumstances—almost all are rural youngsters, and few spoke English when school started. It might also be worth noting that there are forty-seven of them, tumbled together in the small room like chicks in a crate.

To turn forty-seven beginners from farms and homes where no English is spoken into a fast-learning, ebullient class takes a good teacher. In this case it's Mrs. Jennie Emery, a happy-mannered woman with an oval face and soft brown hair drawn back into a roll on the nape of her neck.

Frequently, travelling in the United States I've asked a school superintendent if he had on the staff one of those "born teachers" people talk about. If the superintendent said yes, more often than not the person he meant was a primary teacher.

WHEN I asked the question of O. Williams, Superintendent of the Lethbridge Division in Southern Alberta, he took me out to see Mrs. Emery. Watching her teach I realized something all these good teachers from the Gulf to Alberta had in common, no matter what the extent of their training—a kind of happy poise, an easy good cheer, a liveliness that the children seemed to feel and reflect. "Born teachers" like their work; and the children they teach always look happy.



MRS. JENNIE EMERY

More Beets—More Pupils

How Mrs. Emery keeps her cheer is something to wonder at. She has reason to show strain, with such a crowd, in a temporary building on the school grounds.

Two-thirds of the almost 600 children in the Coaldale School come by bus from surrounding irrigation farms. Half of them are German-speaking Mennonites. Farmers in the area are increasing sugar beet acreage, and the beet farms and factories require labor. As the labor arrives—recent immigrants, Japanese from the west coast, Europeans from displaced persons camps—their children pour into the Coaldale school.

THE language problem has become so important that it's a school ruling that the youngsters speak only English on the school grounds and in

the buses. Meanwhile, teachers like Mrs. Emery have the additional problem of almost twice as many children as they should have for "ideal" teaching conditions.

But she wasn't complaining. She had found space in her room to place emphasis on a "library corner," with fireplace, reading table, many books. She has word charts, a post office, story-book characters scampering on the walls. The room is full of color; it's a child's world, and it tells the children that school and work are fun. The boys in suspenders and blue work-shirts, and the girls in cotton dresses, dive into the drawers of their chair desks for pencils to write three stories for Mrs. Emery with as much enthusiasm as if going after candy.

Bright Children—Good Teacher

Mrs. Emery, looking over her busy brood, said, "I like teaching primary. I have been teaching primary four years." She attended Calgary Normal School, has had some summer courses since. After teaching five years she took five years out to devote to her family (she has an eleven-year-old daughter), came back to run up her teaching years to twelve.

Her youngsters do poorly, at first, she says, because of the language difficulty, but it isn't long before they're reading and chattering with more spirit than one sometimes finds with native children. "They're bright children," Mrs. Emery says fondly. "She's a good teacher," Mr. Williams says with equal warmth.



Mrs. Emery and Class.

A TEACHER'S WORTH MORE THAN THE SCHOOLHOUSE

By CARL A. GRAY

Reprinted from *Saturday Evening Post*, with permission

Mr. Gray is president of a Connecticut manufacturing company. He is also a trustee of Williston Academy and has taken an important part in educational affairs in his own state.

THE cost-of-living increases that have removed school teachers generally from the semistarvation to the able-to-get-along category have merely swept the problem under the carpet. They have solved nothing basic. Communities which granted modest salary increases to their teachers have settled back smugly with the self-righteous feeling that they have done right by the schoolma'am. The real problem is the attraction of our best young men and women into the teaching profession, by making it a profession in fact as well as in name. A teacher, as a professional person dedicated to the education of young Americans, deserves more than a bare living.

As a manufacturer, I have long marvelled at the fact that a good bench hand in a factory makes more money than a good teacher; that a shop foreman nine times out of ten gets a fatter pay envelope than a school principal or even a school superintendent. This is a negative way of putting it, but it is the same negative mistake that the teachers themselves made last year in driving for high wages. They compared their wage with that made by bartenders, truck drivers and others. What they should have done was compare their

wage with the prevailing income for other professional groups.

I am old-fashioned enough to believe that the hallmark of a professional worker is his primary concern with service, with the profit motive secondary. A clergyman or a physician who had the dollar uppermost in mind would not be a good professional worker. But you can't get away from the fact that men and women enter a profession with mixed motives. They want to be of service but, at the same time, they want the means for a good life.

SOME people say that there are plenty of poor teachers who are not worth any more than they are getting. That is true. But it is a potent argument for hiking the salaries of teachers to a level that compares favorably with other professional workers. There is a shortage of good teachers for the simple reason that the cream of the college crop is skimmed off by medicine, law, engineering, dentistry and so on. I know several young men and women of superior mentality who are now in college and who would like nothing better than to teach. Their zeal is quickly dampened when they find out the economic facts of a teacher's life. Perhaps a look at the top side of teacher's pay statistics would reassure them, but that is seldom emphasized. It is a paradox that in America we have invested millions in educational plants and have been miserly in spending money for the only thing that really counts in a school, the teachers. Mark Hopkins on the end of a log

might have been a university, but the average American school, costing thousands of dollars and staffed by worried, insecure and underpaid teachers, is a travesty on education.

The only way we can attract top-flight men and women to the tremendously important job of educating our children is to make it worth while. I'm fed up with the penny pinching of communities that will spend millions on football stadiums, golf courses, roads, parks and public buildings, and then see red when teachers ask for a decent wage.

THERE isn't a man worth his salt who can't look back and remember a teacher who lifted him at the right moment to get a look at new horizons, who opened new vistas for him. Often he was a poorly paid teacher all in the nation to get of him a lot more than he gave and he

cher, as far as money went. He got his reward in more durable satisfactions. But I'm not sentimental about it. As a businessman, I believe we get what we pay for. If we want to improve the quality of teaching in America let's go at it from the point of view of seeing how much, not how little, we can afford to pay. Any manufacturer knows that a good supervisor is worth his weight in gold. How much is a good teacher worth who works, not with iron or steel or brass, but with young minds?

It is a challenge that has not yet been met, and will not be until the businessmen in every community insist that their schools be operated, not in the same way, but as efficiently as any well-conducted factory. In so far as better pay will produce that result, let's provide it.

"In a land where many children were denied education, a certain rich man used the power of his wealth to defeat all efforts to provide more and better schools.

"These wild schemes to educate the masses," said he, "would double or treble taxes. And since I own most of the property in this district, most of the burden would fall upon me. It is unjust and foolish. The common people don't need education."

"His one concern was to build more and greater industries, and in time bequeath them to his educated sons.

"But soon after his sons inherited the property, the illiterate majority, being easy to fool and quick to believe in any scheme that promised them something for nothing, elected demagogues who made laws to confiscate all industries and operate them for the good of the people — which meant they would be operated by politicians.

"So the sons lost their inheritance; the mismanaged industries were soon ruined, and the workers were jobless — all of which the old man invited and might have foreseen if he had been smart."

—ROBERT QUILLEN.

SCHOOLS ON WHEELS

By I. G. NUEFELD

Professor of Speech and Journalism, Tabor College,
Hillsboro, Kansas

Reprinted from NEA Journal

If Alberta could equip trailers and have teachers in charge of them, one teacher could handle four or five schools with the assistance of the Correspondence lessons used at present. The teacher could probably spend a week at each school.

A PULL on the whistle cord, a jerk, a screeching brake, and the little green school in northern Ontario comes to an abrupt stop. The old freight lumbers on and disappears into the snowy wilderness, but for Fred Sloman in his "Canadian National School on Wheels No. 1" another long schoolday has started.

In 40-below-zero weather, children eagerly await the arrival of their school and their teacher. For a few days each month the school comes out in search for them. School for them is a treat, a reward, a luxury—not a burden.

Fred Sloman, who has a school beat extending for 150 miles on both sides of the transcontinental line of the Canadian National Railways, for over 20 years has made the Northland a laboratory for education and citizenship and has pioneered in developing Canada's famed school-car system.

In cooperation with the Ontario Department of Education and the Canadian National Railways, which provided the old passenger coach, he tackled the huge task of bringing the Three R's to the children of Scandinavian lumberjacks, Indian

trappers, and French halfbreeds, who had never been inside a school.

ONE end of the passenger coach contains 10 schools desks of various sizes, a small science laboratory, and a lending library. The wall space between the windows is used for blackboards, to hang pictures of birds, or exhibit specimens of wood found in that country.

In one corner of the tiny room is a miniature chapel which has undergone many transformations under the creative hands of class after class of bush children.

The other half of the mobile school serves as living quarters for Mr. and Mrs. Sloman and their children. Two of their five children are now away at the university.

Mr. Sloman is not an orthodox teacher. The number of hours and years in school in not the test, he says. The right minutes may come as the child watches a snow plow on the tracks or while he talks to some railroad man or watches a beaver damming up a culvert.

Gradually the teacher and his family are raising the cultural level of the bush country. Patiently he has introduced his pupils to the wonders of the outside world. Even their mothers and fathers are being transformed.

TWENTY years ago the little shacks along the tracks looked bleak and dreary. Today flowers and potted plants—offshoots of Mrs. Sloman's—are blooming inside and out and curtains hang in the windows.

The school car has become some-

thing of a night forum of the North where people meet to discuss current questions and study the history of democracy. "The man in the bush thinks deeply and asks questions that are hard to answer," Mr. Sloman says of these classes in citizenship.

After movies, handturned, come refreshments, tea and venison sandwiches. Then there will be a five-mile

walk home in the subzero weather—but the people think the evening is worth the walk.

The school on wheels is at each siding only four or five days a month, but the children are assigned enough work for the next month before their school, coupled to the caboose of a local freight, moves on to the next "campus," 25 or 30 miles away.



The car classroom, with Mr. Sloman in the rear of the room.

Willie Johnson, a sawed-off, broken down little man, was arraigned in an Alberta district court on a felony charge.

The clerk read: "The Province of Alberta versus Willie Johnson."

Before he could read further, Willie almost broke up the court sitting by solemnly declaring "Lawdy, Lawdy, what a majority!"

TEACHING ENGLISH TO THE NON-ENGLISH SPEAKING CHILD

By LAURA MacLAREN ANDERSON

ORAL language is the child's first need. Speech is a skill that must be learned. Good speech is dependent not only on an intact, sensory, and motor mechanism combined with normal brain functions, but also upon good examples and environmental conditions favorable to the development of good English. Language is learned primarily through the ear, words must be developed orally.

The non-English speaking child has had years of speech experience in his home. A change in the child's vocabulary is not education, it is re-education and involves the breaking down of well-established habits to form new ones. The ease and rapidity with which the child learns depends upon his interest. Voluntary effort is a measuring rod of interest.

School progress is retarded without English. The stage of the child's maturation is important to his learning. There will always be children who are quick to learn, those who plod at average speed, and those who are slow. Administration of the *Arthur Point Performance Test* will give an estimate of the mental ability of the non-English speaking child.

The teacher must build up the child in the eyes of his associates so that they will see only interest, and not oddness. The child must have friends, the whole class must develop a cooperativeness in teaching him English. The foreign-speaking child learns more of the language on the playground than he does in the classroom. He must be included in all activities

with the exception of reading, and he will join a reading group as soon as he has a working knowledge of the language. He must know how to use the words orally, before he sees the printed form. As far as possible, the child should learn English as he learned his mother tongue, naturally and gradually with glow of achievement.

A list of words for which the child will have immediate need should be developed. The vocabulary of his school, community and basic reading programme must be considered as a guide when compiling this word-list.

VOCABULARY must be developed in concrete situations first. Words must be presented as dramatically as possible to make each lesson an enjoyable experience. The teacher must pronounce the words clearly and naturally, taking care to avoid distortion of sound, as the child is learning by imitation. Sentences go hand-in-hand with the process of gaining vocabulary. Single words are not easily remembered, the mind having nothing with which to associate them. All speech situations must be comfortable so the child will not be excited, nervous, anxious, or frightened.

Words are to be taught in direct association with their meanings. Meanings should be developed through experiences, first-hand and vicarious. Only a few words are presented at a time. The subject matter of the vocabulary must be developed orally, by

objects, dramatization and the use of pictures. Pictures must make their point clear with a minimum of extraneous detail. All interesting classroom objects should have labels. Booklets of pictures cut from magazines and catalogues, paper doll families made by the child to take home and keep are excellent ways to get review of words taught.

The following are stages in part of a suggested plan to develop a good basic English vocabulary:

Stage 1 Recognition of the teacher's name. Developed by gesture and repetition.

Stage 2 Recognition of the words "boy" and "girl". Developed by using sentences including the child's name and those of other class members.

Wherever possible the child's own name should be used in the sentences as it is stimulating to his interest.

Further development of this topic may introduce pronouns, such as he, she, this.

Stage 3 Recognition of the names of body parts, head, arms, etc. Further development of this topic may introduce health and cleanliness habits. They will be presented by dramatization and the use of pictures.

Stage 4 Recognition of common classroom objects.

The child may be given simple tasks and responsibilities.

It's not difficult to meet expenses these days. You meet them every time you turn around.

Stage 5 Recognition of common objects in the home.

Stage 6 Recognition of common foods.

Stage 7 Recognition of family names, their clothing, occupations, daily tasks.

Stage 8 Recognition of familiar colors, numbers within the child's experience range, household pets, familiar animals and their vocalizations.

Verbs are taught by synchronizing the enunciation of the verb with the performance of the act.

EVERY advantage must be taken of daily living opportunities for the child to participate in conversation. Soon he will begin to think in English. The teacher must create situations in which the child needs to use the words being taught.

Reading and writing must be postponed until the child has developed a spoken vocabulary of a least 300 words. He may learn to recognize labels in the classroom and to print his own name before he has developed that much vocabulary. Only when a child has attained facility with English through experience, understanding and reading readiness will he be able to proceed with his studies according to his ability.

The importance of teaching English to the non-English speaking child cannot be over-emphasized. However, it is only a means to an end. The objective is to give the child a fuller, richer life in childhood and adulthood.

It's not difficult to meet expenses these days. You meet them every time you turn around.

WINDOW CLASSROOM

By PAULINE WALSH OLSEN

Reprinted from *Washington Education Journal*

An experiment in public relations brings the school to the people.

WHAT do you do when Mahomet doesn't come to the mountain? Take the mountain to Mahomet! And we say it can be done, educationally speaking.

During American Education Week in 1946 and again in 1947, we provided the "window-shopping" public of Bremerton with the opportunity to see what goes on in its schools.

With the cooperation of the high-school distributive education classes, merchants were contacted to provide space in show windows for displays and demonstrations.

School activities on every level were portrayed. The nursery school and kindergarten departments showed the equipment and materials with which their programs can best operate. Many a fascinated preschool and primary child spent minutes, nose pressed to the glass, gazing into the large display rooms. Assembled were such standard kindergarten equipment as blocks, toys, easels, paints, books, a playhouse, a small table set for the snack period, a cot for the child's nap.

In the elementary school, the children begin to learn about community living and what is necessary for its maintenance. Illustrating this, a diorama of the Puget Sound area with a skyline of the Bremerton shipyards was displayed in one window.

IN the foreground were small cardboard replicas of a bank, postoffice, library, school, church, stores, theatre, and others. Large

posters, illustrating occupations of parents as community members added to this display.

In another window was shown a large, papier-mâché map of Kitsap county, with the original Indian communities indicated by miniature houses, canoes, and figurines.

Another window developed by the social-studies department showed the study of Washington history, industry, and resources. People could see student-made industrial and product maps of the state, panels of pictures illustrating industries (both local and state), and a small covered wagon with oxen and two intrepid pioneer figures.

The public-health department cooperated with the health coordinator to bring to all citizens the message that health examination is necessary for every child. This window stressed facilities available in the community and urged parents to have their children checked at least once a year. Another display drew attention to the health inventory which the children, aided by parents, nurses, doctors, and dentists, can check for themselves.

Another example of cooperation with public services was the window emphasizing school safety patrols. This was sponsored by the traffic safety section of the local police department.

SCHOOL cafeteria displays stressed wholesomeness and nutritional value of meals served.

Science displays ranged from autumn leaves, shell collections, stuffed birds, and mineral specimens to biological and chemical apparatus and demonstrations. The intricacies of higher math were made more understandable by means of the "mathe-

matics demonstrator," an invention of one of the college instructors.

Perhaps the most intriguing were those windows in which the students carried on their regular classroom projects from 3 to 5:30 o'clock daily.

Art students did spatter painting, stencil cutting, clay modeling. A student in the mechanical-drawing department put the finishing touches on a floor plan. Radio-shop students made sparks fly as they showed their talents. Boys turned out their wood-working projects on a wood lathe; others worked with a metal lathe.

Interested crowds gathered around the windows used by the sewing and interior decorating classes. Mouths watered around another window where students (one day all boys) prepared and consumed the fruits of their labors in a cooking demonstration.

A model office gave the local businessman the chance to pick his future secretary as the students demonstrated their abilities with business machines.

DISPLAY of technics and equipment used in the intramural sports programs helped the public know of those games in which every student actively participates. The music department contributed a daily concert from 3 to 5 o'clock in one of the largest showrooms.

Audio-visual materials were also on display. Members of the high-school Projectionists Club showed educational films and demonstrated the use of filmstrips, recorders, and opaque projectors.

School activities beyond those normally expected of a school system were explained and defined. Posters listed numerous opportunities offered in adult-education classes. Summer recreation programs drew the attention of the children as they recalled happy days spent in handicrafts, dramatics, and tournaments.

Provisions for handicapped children were publicized. Some of the equipment used in training victims of cerebral palsy was shown. People had the opportunity to test their hearing, as is done with the audiometer in the schools. Learning activities of some of the prevocational rooms drew favorable comment.

AS A public-relations device the technic is invaluable. School activities were indeed brought to the attention of the public. Parents were given a chance to say to friends and neighbors, "Let's go down town today. Dick is to be working on his radio set!" or "Did you see Sharon's booklet in the dimestore window?" And to the citizen having no contact with the school was brought an awareness of today's educational advantages.

"The job of public relations," said Leslie E. Wismer, M.P.P., Public Relation Director of The Trades and Labour Congress of Canada, "is just as important as getting better wages and working conditions, that is getting the rest of the public — your relatives, your friends, and the people who live on your street — to realize that fundamentally and basically what labour is trying to do is in the interest of the whole public.—*Canadian Labour Reports.*"

HOW TO CONDUCT A SCHOOL SURVEY

By EDGAR L. MORPHET

Reprinted from *The Education Digest*

Edgar L. Morphet is General Consultant, Florida State Department of Education.

A SCHOOL survey is a careful, systematic study of one or more schools, school systems, or educational institutions to determine trends, status, and needs, and to propose steps for improvement. From the point of view of timing or continuity, there are two types of surveys—the continuing survey and the periodic survey.

During recent years it has come to be recognized that every school system or educational institution should have a program providing for continuing study and evaluation. A periodic, comprehensive and intensive study is also desirable for all schools. How often this periodic survey should be made will depend somewhat on the adequacy of the continuing survey and somewhat on other factors. Generally speaking, however, it would be desirable for every system or institution to plan for a systematic and comprehensive survey about once every 10 years.

Characteristics of a Continuing Survey

DYNAMIC, intelligent, and competent leadership is essential. There must be a definite and consciously recognized plan for carrying out the survey. This plan should be practical, democratically developed, and should provide for all contingencies. Every staff member should have a part in developing the plan and in carrying out the survey. Experts

should be brought in from time to time to assist in developing plans, in evaluating information, and in working out and implementing proposals for adjustments. Bringing in experts tends to safeguard against blind spots, to provide stimulation, and to prevent inbreeding of ideas. Provision should be made for participation and cooperation of representative lay citizens.

The information needed to show trends and status and to establish the basis for evaluation should be furnished by those in the best position to provide it, although every member of the staff should be expected to contribute. One person or a committee should be given responsibility for seeing that all pertinent information is assembled and summarized. Periodically, meetings should be scheduled at which the entire staff may interpret the meaning of the information and to assist in formulating conclusions and recommendations. Similar meetings involving lay citizens may also be planned. Reports should be prepared periodically to summarize significant information, to interpret recommendations, and to provide a basis for keeping all readers informed concerning developments and needs. From time to time it will become evident that certain phases of the program need special and intensive study.

The Periodic Survey

THERE have been so many different types of periodic surveys that no classification is entirely satisfactory. The following summary gives some of the chief characteristics of the most common types, whether these

surveys have been comprehensive or specialized and whether they have involved merely local school, state-school systems, or major phases of education in the nation.

Surveys by groups concerned with various aspects of government.—This approach has some advantages in that an attempt is made to evaluate the functioning of all phases of a state or local government and an opportunity is given to view education in relation to other phases of government.

Practically speaking, however, educators have not viewed these surveys with much favor because they have felt that education is not given satisfactory attention in connection with them. Problems of education differ materially from those involved in studying many other phases of government. All too frequently with this type of survey a more or less comprehensive report has been published but little has been accomplished in the way of constructive improvement.

Surveys by educational experts.—This is the most common type. Experts agree to make the study and to prepare and present reports of their findings and recommendations for a sum which may range from a few hundred or a few thousand dollars for a small school system to fifty to seventy-five thousand dollars for a state system.

Studies by lay groups.—Many of these studies have involved chiefly financial problems. Some have been made by taxpayer groups with the evident intention of finding ways of effecting economies; others have been undertaken by groups genuinely interested in helping to bring about improvements in the educational system.

Self-surveys by educational groups.—Periodic studies by educational groups of their own school, school system, or institution have been quite

common, in the main have been commendable, and have resulted in considerable progress. Some of these studies have dealt with the curriculum and instruction; others with organization, administration, or other special problems; still others have been comprehensive.

Cooperative surveys.—Provision is made for lay citizens and educators in the community or state as well as experts from outside the system to work together. This type of study is more difficult to work out than the traditional survey, but it avoids the limitations of the self-study and the study by outside experts and provides a basis for understanding and co-operation on the part of the lay citizens that is not provided when the study is carried on by educators alone. Florida, Georgia, New Hampshire, Virginia, and Tennessee have carried on successful studies of this type.

Characteristics of a Satisfactory Survey

ALTHOUGH there is no one formula, certain principles seem to be desirable if circumstances permit their being carried out satisfactorily:

Each state and local system should study its own situation and work out plans for the type of survey best suited to its needs.

Other things being equal, a study which involves extensive participation by both educators and lay citizens on a co-operative basis offers greater possibilities than a study carried out by either group working alone.

A major objective should be the development of a plan which will result in needed improvement. The report should never be considered an end in itself, but rather a means to bring about understanding and implementation.

Steps in Carrying Out a Survey

WHEN a survey is being considered, the entire situation should be fully explored to determine to what extent it is possible to enlist the co-operation of individuals and groups in planning and carrying on the study.

A sponsoring committee working in harmony with the board of education is desirable. This committee may be composed entirely of outstanding lay citizens or partly of lay citizens and partly of educators. It may consist of from five to nine persons for a small school system or up to 15 or 18 persons for a larger school system or for a state.

The sponsoring committee itself should not carry on the details of the study but will formulate policies under which it is to be carried out. For carrying on, directing, and co-ordinating the study, an executive secretary should be selected. This person should be a trained educator skilled in working with and securing the co-operation of individuals and groups as well as in assembling and interpreting information.

For each of the major areas to be studied, there should be a committee, consisting of both educators and lay citizens, of from 5 to 15 persons. The membership should constitute a cross section of educational interests rather than a group of persons merely interested in the specific area.

The chairman of the major committees and the executive secretary should constitute a co-ordinating staff to see that all phases of the study are properly planned and that no area is neglected or overemphasized.

Consultants or specialists in specific areas should be selected in accordance with needs. These consultants should be from outside the system and with the committee chair-

men and the executive secretary should constitute a consulting or advisory staff for the sponsoring committee.

As significant facts are assembled and summarized, they should be reported and discussed with the sponsoring committee. From time to time these facts should be released so the public will be fully informed regarding developments.

EVERY effort should be made to arrive at decisions by consensus rather than by formal vote which may emphasize differences of opinion. If the conclusions are justified, it should be possible for all persons studying the facts to arrive at essentially the same conclusions. Sharp differences of opinion indicate that the tentative conclusion needs further study and perhaps some revision.

To stop at legal implementation will, in many instances, mean that some of the major improvements are still to be attained. The study should be continued until a maximum amount of implementation has taken place. Complete implementation means that all staff members understand the reasons for the recommendations and will make a maximum effort to carry them out and that the public appreciates the significance of the proposed steps and will give complete and wholehearted support to improvements.

Regardless of the plan decided on, there will be difficulties. There will be people in the field of education or lay citizens who have "axes to grind" or who will resist change regardless of the merit of the change. In fact, some of the strongest resistance may come from educators who have permitted their thinking to become so stereotyped they are afraid to try anything different.

SPELLING NEEDS ATTENTION!

By MISS V. V. MILBURN

Prepared for the Elementary Curriculum Committee

EVERY successful teacher occasionally steps back to make a critical survey of his own program and practices. There is reason to believe that the time has come for Alberta teachers to take a good hard look at the spelling problems in every grade. We suggest that the spelling competency in Alberta schools is nothing to cheer about, and that only direct action by teachers all along the line can remedy the deficiencies. If the situation is examined realistically, the following observations appear to have considerable foundation:

1. Spelling achievement would seem to be generally below par throughout our schools. Evidence on this point is not complete, but a deficiency is clearly indicated. Grade VI pupils, for example, tested on a province-wide basis in 1947, averaged approximately a full grade below the norms established by the Buckingham-Ayres spelling scale.

2. Alberta courses of study have not placed emphasis upon this basic skill. The previous program for Grades I-VI makes this comment:

All spelling should be studied as the result of needs discovered in connection with the written expression. It should, in Division II, be studied by the pupil rather than taught by the teacher. Give the group a suitable number of instruction lessons on how to spell a word and, thereafter, require them to learn the spellings for themselves.

The present language course for Grades I-VI makes no specific ref-

erence to spelling. The program for Grades VII-IX makes this statement:

Daily formal instruction in spelling for all pupils in the intermediate grades is neither necessary nor desirable. Nevertheless, the teacher should still make provision for the occasional formal lesson.

The high school courses for English 1, 2, and 3 mention spelling only incidentally.

3. Spelling skill is not the sole responsibility of any single grade level, subject area, or teacher. Spelling books for elementary grades contain approximately 4,000 words to be learned. Beyond that point the responsibility falls on the secondary school. How much time does the junior and senior high school devote to spelling? The English teacher cannot be expected to teach the spelling of "hypotenuse", "chloride" and "totalitarian". Spelling must be related to usage, and subject specialists should teach their own "tool" words.

4. Spelling lessons are generally routine and deadly monotonous. The word list is written on the board, recited by the class, copied into notebooks, and "learned" in stereotyped exercises. Most teachers religiously follow a set lock-step procedure that disregards individual differences and promotes carelessness and indifference.

WHAT attention, then, can be effectively directed to the improvement of the spelling situation? The Elementary Curriculum Committee has already made some start

toward remedial action. The first step was the province-wide test to which reference has been made. By this the full importance of the spelling problem was established. The second step was to outline a policy which the Department would be willing to support. The statement of policy specified that spelling be given definite attention in all grades and that spelling materials be drawn from three main sources: (1) a basic word list, (2) an additional list compiled by each student or by the class in the light of special assignments and peculiar difficulties, (3) a list of "tool" words progressively compiled to enable the student to deal with specialized topics. The third step was the authorization of the Pupils' Own Vocabulary Spellers for Grades I-VIII. This modern series is now available in either text or workbook form. Teachers should note in passing that the content of the textbook and the workbook is identical, and pupils should not be required to buy both.

Attention by teachers is necessary if appreciable progress is to be made. The following suggestions could be part of a spelling program for your class.

1. Test to determine the present position of individual students and of the class as a group. The Buckingham-Ayres spelling scale can be purchased from the School-Book Branch for 20c and is satisfactory for all testing purposes up to the end of Grade IX.

2. Infuse some originality, variety and enthusiasm into the spelling lessons. Good teaching demands effective classroom practices for spelling mastery, as in any other subject. A consistent pattern with a variety of approaches will produce results.

3. Devise resourceful techniques that will brighten the spelling drill. Syllabication is a most helpful procedure. Pupils should see the syllables written separately, to be rejoined whenever the word is spelled. Variations in pronunciation drill, and in the discussion of connotation and meanings can be arranged. Discussions of double letters, diphthongs, diagraphs and other difficult spelling spots will help. Extra practice may be motivated by rhyming with known words. Catch phrases such as "the meat you heat and eat" will assist in peculiar difficulties. The spelling bee with all its variation is enjoyable. One team may spell a singular noun, the other team replying with its plural. Masculine - feminine pairs, synonyms, homonyms and antonyms are stimulating for such contests. Pupils should be matched against others of comparable ability.

IN summary, then, the program of studies now provides for the use of an up-to-date spelling series, and advocates the teaching of spelling, in all grades. Through capable classroom direction spelling can be mastered without the sacrifice of any other worthy aim in school activities.

Next to knowing when to seize an opportunity, the most important thing in life is to know when to forego an advantage.

—Disraeli.

CODE OF ETHICS

Alberta Teachers' Association

1. The teacher is courteous, just, and professional in all relationships.
2. The teacher regards as confidential, and does not divulge other than through official channels, any information of a personal or domestic nature, concerning either pupils or home, obtained in the course of his professional duties.
3. The teacher strives to improve his educational practice through in-service training and travel.
4. Unfavorable criticism of associates is avoided except when made to proper officials, and then only in confidence and after the associate in question has been informed of the nature of the criticism.
5. Testimonials regarding the teacher are truthful and confidential.
6. Each teacher is an active participant in the work of his professional organization.
7. The teacher who in his professional capacity is a member of a committee, board, or authority, dealing with educational matters or with teacher training or certification, must be elected or appointed by the professional organization or by a committee on which the teachers' association has representation.
8. The teacher avoids interfering between other teachers and pupils.
9. The teacher adheres to salary schedules negotiated by his professional organization.
10. The teacher refrains from knowingly underbidding fellow-applicants for teaching positions, and refuses to apply for, or to accept, a teaching position before such position has become vacant.
11. No teacher accepts compensation for helping another teacher to get a position or a promotion.
12. Contracts are respected by both parties and dissolved only by mutual consent or according to the terms prescribed by statute.
13. Official business is transacted only through properly designated officials.
14. The responsibility for reporting through proper channels all matters harmful to the welfare of the schools rests upon each teacher.
15. The teacher does not accept a contract with an employer whose relations with the professional organization are unsatisfactory.

McGILL SUMMER SCHOOL

By T. D. BAKER

Principal of Virginia Park School, Edmonton

SUMMER School in a delightful countryside, new friends and the opportunity to know them, geographers and geography; lecturers who have lived and worked in the areas about which they teach; courses important enough to attract senior officers from the Canadian army and from the three U. S. services, university professors and instructors from teacher-training colleges, teachers, university students and journalists: such is McGill University Geography Summer School. From England, Alaska, and Newfoundland; from New Mexico to Florida, from Massachusetts to Minnesota they come to study beside Canadians from every province and from the Northwest Territories. And they find that Geography is a real field of study with a history, a philosophy, and a purpose of its own.

For six weeks the Geography Department moves from the heat of Montreal to a spot one hundred miles east and south of the city. Here, in a plain first settled before 1800, skirted by lofty hills, lies Stanstead, a village of beautiful homes and churches. In the village is Stanstead College which, though founded in 1872, has a modern main building with dormitories and classrooms. In five minutes one can walk to the U. S. border and the international community of Derby Line, Vermont, and Rock Island, Quebec, where there are textile and hosiery plants, the Union Twist Drill factory, and the Spencer Garment factory. Also there is "Happy's Diner" on the way back to the College from the Opera House, where one can drop in after a play or lecture. The Opera House is so built that the stage is in Canada while the audience sits in the United States. Lake Memphramagog



T. D. BAKER

Carnegie Scholarship Winner

is near enough for afternoon and evening swims.

DURING the session in 1948, lectures were held in the morning with most of those registered attending classes from nine until one. Lunch was followed at 1:40 in the lounge by a discussion period led by one of the lecturers. These speakers were, of course, geographers, or students such as Professor Skarland, anthropologist from Alaska University, or Commander Nutt who made five trips to the Arctic with Bob Bartlett and several to the Antarctic with the U. S. Navy. At 2:30 came laboratory courses and field excursions. The diversified terrain makes an ideal setting for courses covering area studies, regional planning, and the construction of topographic and distribution

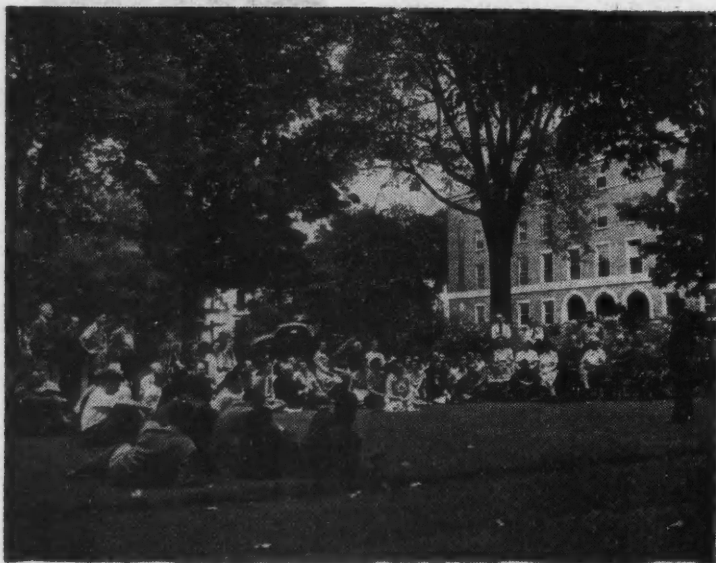
maps—an important feature of this school.

The greatest interest lay in the Canadian north, and to satisfy this we heard experts on Polar problems and cold lands, among whom were Dr. Vilhjalmur Stefanson and Sir Hubert Wilkins who have been pointing out the importance of the Arctic for years, Col. Pat Beard, leader of "Expedition Musk Ox", who had just returned from glacial study in the northwest, and Dr. N. E. Odell of Cambridge University who has made many trips to the Canadian Rockies, Labrador, the Arctic Islands and the Himalayas on Everest expeditions.

THE changing face of Britain was described by Dr. L. Dudley Stamp, director of the British Land Utilization Survey and economic adviser to the Churchill Government

and other governments. While at Stanstead, Dr. Stamp received notice of his appointment to the newly created Chair of Geography at London University. First hand knowledge of the continent was given by Dr. Zaboriski, formerly Professor of Geography at Warsaw University, who at two lunch-hour discussions told quietly and with some humor of his experiences in Russia on the way to and from his labor in a concentration camp at the mouth of the Yenisei.

Area studies, climatology, and landscape were studied under McGill Professors Hare and Mackay who also led the afternoon excursions. These men were assisted by Canada's leading plant ecologist, Dr. P. Dansereau and by Dr. Coulter of Cincinnati both of whom were lecturing on tropical lands and settlement. Dr. Dansereau thought nothing of going into a pond after a rare plant, waiting only long



Trevor Lloyd, Dominion Government Geographer, addresses a noon hour discussion group on the lawn at Stanstead College.

enough for any ladies in the party to be sent away for a time.

The Director of the Summer School and Chairman of the Department of Geography at McGill is Dr. George H. T. Kimble. Here is a dynamo in action, full of ideas and plans, one whose kindly interest, thoughtfulness and energy can well be envied. For him, the study of geography is necessary to the understanding of mankind and the creation of world friendship and neighborliness. At the end of the summer he was preparing to go to California to lecture until Christmas.

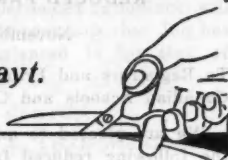
VISITS to near-by centres were arranged for groups from time to time and trips for the entire school were organized every week end. Mere males were unenlightened as to the nature of the product of Spencer Garmets, but all were interested to learn that a large volume of that company's business is with men, and especially at election time. Vermont and New Hampshire, Quebec City, Lake Champlain, and the asbestos mines at Asbestos and Thetford were on the list. The hour-long trip on the narrow gauge Cog Railway to the top of Mount Washington will not soon be forgotten. Nor will the evenings spent at the Opera House listening to the illustrated lectures by Odell and others; we won't forget watching the Canadian Art Players or time spent at the College for the weekly showing of films relating to one or other of our courses—for we did have work to do.

In short, it was a most enjoyable Summer School.

The Ottawa Collegiate Institute Board has just announced a new salary schedule, effective January 1, 1949. It increases the annual increment from \$150 to \$200. The new minimum is \$2,300 and maximums, are: Male assistant, \$4,200, female, \$4,000; Asst principal, \$4,500; Vice-principal, \$5,000; Principal, \$5,600.

CLIP CORNER

By
Clayt.



We admit teaching is a strenuous task. No other occupation requires two months' rest and recuperation each year.

Those who fear freedom of speech fear truth.

Guidance in the language of some teachers consists only of direct commands.

When you point your finger accusingly at someone else, remember you have three fingers pointing at yourself.—A. Nielson.

If all our misfortunes were laid on one common heap, when everyone must take an equal portion, most people would be content to take their own and depart.—Socrates.

Because of increased enrollment, New York City's elementary schools will need at least 1,000 new teachers each year for the next seven years.—The New York Times.

Liberty alone will not build a nation; morality and education will have to be our salvation.—Jan Mazaryk.

This is the time of the year when everyone becomes Santamental.—Russell Nye.

Christmas holidays: Anticipation, preparation, recreation, prostration and recuperation.—Margaret Schooley.

LETTERS

REDUCED FARES

November 18, 1948.

To Registrars and Principals,
Canadian Schools and Colleges.

We are pleased to announce that the following reduced fare arrangements have been authorized by this Association for teachers and students of Canadian Schools and Colleges in connection with the Christmas and New Year holidays:

Territory:

Between all stations in Canada.

Conditions:

Tickets will be sold to teachers and pupils of Canadian Schools and Colleges, on surrender of Canadian Passenger Association Teachers' and Pupils' Vacation Certificate Form 18W.

Fares:

Normal one-way first class, intermediate or coach class fare and one-quarter for round trip, minimum fare 30 cents.

Dates of Sale:

Tickets to be sold good going Wednesday, December 15, 1948, to and including 12 o'clock noon Saturday, January 1, 1949.

Return Limit:

Valid for return to leave destination not later than midnight Monday, January 10, 1949.

Exception:

For schools opening after January 10th, return limit will be the opening date of the School or College, as shown on Teachers' and Pupils' Vacation Certificate, C.P.A. Form 18W, but in no case TO BE LATER THAN JANUARY 31st, 1949.

of 2000, and in order to be able to

In order that your Teachers and Pupils may be properly protected, it will be appreciated if you will inform us if the closing date of your school is prior to December 15th or opening date of your School is after January 10th. Tickets will be good for continuous passage only.

Note: Your particular attention is called to the essential condition that Form 18W may be issued only to Principals, members of the teaching staff and pupils of the schools and colleges in Canada, for their personal use.

Schools requiring forms may obtain same on application to this office. Please state the number of certificates that will be required, and be sure to give full name and address of the school or college.

Canadian Passenger Association,

ROY H. POWERS,
Vice-Chairman.

Note: A supply of teachers' and students' vacation certificates forms 18W is being supplied to the secretary-treasurer of each school district in Alberta for distribution to those schools under his jurisdiction.

November 26, 1948.

To the Editor:

I read with some feeling the article Joe's Pilgrimage in the November A.T.A. Magazine. I understand that Joe is a man of high personal integrity, so I can but conclude that he has made an honest mistake. Since Joe is an Englishman, I'm sure that he'll take this without offence from another of his breed. I'm told that he would have done exactly the same

As well as letters from my family stating that the food situation in

Britain is as bad now as at any time during the war, there is the statement by the British Ministry of Food that the caloric level of British rations is below the required standard for warding off malnutrition.

Joe's letter coming at the same time as the U.E.F.B. drive can do a great deal of harm, so I take this

opportunity of reminding all who read the article that perhaps a stay of eight years (the time British people have experienced rationing) will change the impressions that Joe has so far experienced in his stay of three months.

Yours sincerely,

D. L. PETHERBRIDGE.

Alberta Educational Council

The Alberta Educational Council has been able to secure the film, "Pop Rings the Bell," and it is available for use. More information may be secured by writing to the Secretary of the Alberta Educational Council, Mrs. F. C. Butterworth, 11012 - 83 Avenue, Edmonton, Alberta.





OUR LIBRARY...

BOOK REVIEW

The Competent Secretary

By H. J. Russell

The Macmillan Company of Canada Ltd.

This month's review is written by Mr. C. M. Hollingsworth, B.Comm., teacher at the McDougall Commercial High School, Edmonton. Following graduation from the University of Alberta, Mr. Hollingsworth took post-graduate work in Advertising at the University of Toronto. He is holder of the Advanced Commercial Certificate and for several sessions, gave instruction in the Summer School for Teachers. Mr. Hollingsworth is obviously well qualified to discuss this book.

"*The Competent Secretary* provides practical help for students, teachers and business men and women." So reads the introductory remarks by the author, H. J. Russell, F.C.I., A.C.I.S. This book was, no doubt, intended primarily as a text book for business schools and secondly as a reference book for the business library. That is the impression one gets from Mr. Russell's preface. However, to me, *The Competent Secretary* impressed mainly with its value as a reference book.

The continuity of the book was spoiled for me by the frequent quotations and excerpts from writings and sayings of famous men. These were inserted to support the points under discussion, but I was distracted by what I considered were excessive interruptions. The illustrations and models, which were liberally supplied in every chapter are, however, exceptionally good.

Several advantages are claimed for its use as a commercial text. These include: a wealth of reference material frequently required; assignments

planned to co-incide with recent developments in the testing field; available material for dictation to shorthand classes, with the copy numbered to facilitate time-checking the work; word lists, discussion of grammatical principles, etc. All these features are admirably suited to the needs of the high school student who is aiming his education in the direction of employment in the business world. The theoretical treatment and the practical application of this, is blended with fine precision. In this connection the one complaint is that perhaps the dose is too concentrated. It is for that reason that I prefer to direct your attention to this handy book as a reference gem and not as a text.

—C. M. HOLLINGSWORTH.

NEW BOOKS IN THE A.T.A. LIBRARY

Teacher Education in Service—

Charles Pratt and C. Leslie Cushman, *American Council on Education*, 503 pages, \$3.00.

This book is addressed to school administrators and classroom teachers alike, and its emphasis is on co-operative enterprise, as demonstrated in the experiences of the field studies of the Commission on Teacher Education. After an introductory account of their co-operative study, the authors discuss the role of central planning committees, policies councils, study groups, school system workshops, and the individual school in the process of curriculum development. Succeeding chapters are then given to personnel study as a means of improving staff

relations, co-operation among neighboring school systems and a county-wide study of community problems.

Our Earth—

Gertrude Whipple and Preston James, *The Macmillan Company of Canada Limited*, \$2.50, 245 pages.

Full of delightful kodachrome photographs, this book is designed as an introductory geography for young children. After a brief description of the shape of the world and some elementary ideas of topography, follow eight sections of stories telling how people use the land to make a living and describing the water on the earth and the air around it. The sections are entitled: *Mountain Stories*, *In Hilly Lands*, *Stories of the Plains*, *Fun On the Lake*, *River Stories*, *Sea Stories*, *The Earth We Live On*, and *How We Get Our Food, Clothing, and Shelter*.

Hill-Top Tales—

Dan McCowan, *The Macmillan Company of Canada Limited*, \$3.50, 266 pages.

"This book deals mainly with the doings and adventures of many interesting people who have appeared against the magnificent back-drop of the Canadian Rockies and there acted their several parts in the greatest of all dramas. It has frequently been stated that these mountains lack historical interest and one readily admits that in this respect they cannot compare with the Alps of Switzerland or the Grampians in Scotland. However, within the last century or so men and women drawn from all quar-

ters of the globe have visited or settled in the highlands of Western Canada and all unconsciously perhaps have provided the warp and woof from which history is woven."

One Hundred Stories for Boys—

Archer Wallace, *The Ryerson Press*, \$2.00, 264 pages.

"Here are 100 'human interest' stories which will appeal to boys and from which boys can take something away to strengthen their own growing character. Averaging about five hundred words in length, most of them are concerned with historical characters—ranging all the way from ancient times (*Alexander the Great*) to modern baseball heroes (*Lou Gehrig*)."

The Humanities in Canada—

Watson Kirkconnell and A. S. P. Woodhouse, *Humanities Research Council of Canada*, \$2.00, 285 pages.

"In this book the term 'humanities' includes languages, literatures and the fine arts, as well as certain aspects of history and philosophy. These studies are dealt with chiefly at the university and college level. Both English - language and French - language institutions are included.

"The concluding recommendations, in Chapter XII, are directed toward (1) the universities, (2) governments, provincial and Dominion, (3) the *Humanities Research Council* itself and (4) all potential donors of funds for strengthening the place of the humanities in Canadian education."

Note: Mention in this section does not exclude a book from more complete review in the Magazine.

Books are more than books . . . they are the life, the very heart and core of ages past, the reason why men lived and worked and died, the essence and quintessence of their lives!—*Amy Lowell*.



VARSITY VIEWS . . .

EDMONTON

Field Work

Students in the Education Faculty this year are supplementing their classroom program with actual work in the field.

Last year a series of tests were given to students in Grades nine to twelve of the Leduc High School. It was found from these that group instruction was needed in reading. After this instruction was given the tests were repeated, and it was found that, generally, there had been improvement. However, a few students were still in need of further help in reading, so a group of nine U. of A. students, under the direction of Prof. H. T. Coutts, Faculty of Education, are now giving individual instruction to these students. Each one works with two Leduc students for one afternoon per week. This will replace some practice teaching for these students. Tests will be taken again to determine whether there has been improvement.

The students working on this project are Miss R. Godwin, Mrs. A. Polley, Mr. Tanasiuk, Mr. Teeling, Mr. Worth, Mr. P. Roberts, Mr. H. Newsome and Mr. J. B. Davies. Mr. Jonason, Liaison Superintendent for the Clover Bar Division and the Faculty of Education, has been responsible for all arrangements.

Pecataeus Study Group

A departure was made from regular Pecataeus business recently when a panel of upper-class students attempted to answer the eternal

question of freshmen . . . "How to study?"

With November exams in the offing, the panel hastened to explain that this bane of the freshies' life, while counting partly towards the final mark, is intended to serve as a preparation for other exams by showing the pupil what he doesn't know, and where his weak points lie.

The panel agreed that no freshie need be in fear and trembling lest the doors of University be closed to him because of low Christmas marks. However, the fact that the University has the authority to put any student on probation was stressed for the benefit of anyone who might be inclined to be sluggish about studying.

A few anxious students pulled out notebooks and began writing furiously as the panel swung into the more general topics, "How to Study", "Taking Notes" and "The Use of the Library".

When the meeting was thrown open to discussion, the response was gratifying. Senior students were stormed with questions.

In order to get a consensus of opinion, a sheet of paper was passed to each person asking for suggestions and comments. The response was unanimous—freshies want more discussions of this type.

Leading the discussion was Ray Killeen. Members of the panel included John Bracco, Ethel King, Harry Newsome, Edith Cardiff, Price Gibb, Leo Price and Jim Davies.

—Reported by J. B. Davies.

NOTES AND COMMENTS

● The Order of Merit for Alberta divisional salary schedules is not approved by some parties—the trustees and others, whose salary schedules may be found at/or near the bottom of the list.

● Teachers are moving to the districts and divisions that pay the best salaries because where the pay is best, the appreciation is best—and teachers, like other people, like to be appreciated.

● Approval of the "sitter system" is being revived in a few areas—generally those with poor salaries. One school division published a list of its teachers and included the "sitters". Apparently this Board sees no difference between teachers and "sitters".

● Five highest averages for 5-Year Order of Merit over last five-year period are:

1. 6890—Taber.
2. 6800—Spirit River.
3. 6780—Medicine Hat.
4. 6760—E.I.D.
5. 6750—Fairview.

● Five lowest averages for 5-Year Order of Merit over last five-year period are:

1. 6309—Lamont.
2. 6303—Lac Ste. Anne.
3. 6230—Sturgeon.
4. 6160—Lethbridge.
5. 6050—Stony Plain.

● One school district in Alberta hasn't negotiated a salary schedule for eight years!!!!!!? Several groups of teachers didn't bother to ask for new schedules in 1947-48 because the Board had been so generous, yes generous, the preceding years.

● It is estimated that Alberta teachers are losing between one and

two million dollars this year because of poor business acumen in salary negotiations.

● The cost-of-living is almost up to 160 points.

● Some parents, whose children are taking correspondence lessons at home, have asked that they get the same pay as the "sitters".

● Alberta could get rid of the "sitter system" by equipping a hundred "schools on wheels". Each teacher in charge of one of these schools could look after four or more districts, by spending a week in each and by having the pupils carry on their correspondence lessons between visits. Read the article on page 9.

● Teachers, as well as people in the professions, believe in the ideals of social service. Teachers give freely of their time, energy, and money to many community interests such as sports, dramatics, music clubs, bands, boys' work, girls' work, service and fraternal organizations, churches and many others.

● There is a difference between voluntary and free service for some community project and getting an inadequate salary for professional work because of the ideals of service.

● How many teachers in Alberta get an adequate professional salary, teach in an efficient building set in adequate and planned grounds with adequate equipment and supplies, have a reasonable class load, have clerical assistance in record keeping, etc., have a professional responsibility in the formation of the educational policy, curriculum making, and have an opportunity for professional growth and advancement?.

DR. DONALD NYLEN

DR. DONALD NYLEN, who was the A.T.A. guest speaker at the conventions in Calgary and Medicine Hat, came to us from Seattle, Washington, where he is connected with the Seattle Public Schools as Director of Counselling and Attendance. In the meetings he discussed guidance programs and the relationship of personality development to school performance, as well as other areas such as political life and citizenship. Part of this presentation grew out of his services as research analyst with the Morale Division of the U.S. Strategic Bombing Survey when he interviewed in Germany and Austria following the collapse of the Nazis.

Dr. Nylén was educated in the Public Schools of Seattle, Washing-

ton, and holds B.A. and M.A. degrees from the University of Washington. He was an exchange fellow to Austria under the auspices of the Institute of International Education in 1933 and 1934 and received a Ph.D. degree from the University of Vienna in 1934. He has also done graduate work at Stanford University in California.

Associated with education since 1925, Dr. Nylén taught at the State College of Washington and the University of Washington, as well as serving in administrative capacities with the Seattle Public Schools. He was a member of the staff of the Ryther Child Centre, from 1943 to 1945, an institution offering services to children with severe personality disorders.

SIDE GLANCES

By Galbraith



"His last teacher didn't seem to understand him — he's really very easy to get along with if he has his own way!"

Teachers and Youth Leaders to Study at Elsinore, Denmark

The International People's College Elsinore, Denmark, which receives students from different countries, has, since its establishment in 1921, held winter courses of 5 months' and summer courses of 3 months' duration from November 3rd to March 29th, and from mid-April to mid-July respectively.

In accordance with the tradition of the Danish folk high schools, the courses are open to men and women from different walks of life, the ones who desire further educational opportunity without specializing for a degree. But apart from these courses, the college has for many years arranged international *vacation* courses, especially for teachers. Its five fortnightly courses this summer attracted in all about 600 students (500 of whom from non-Danish countries).

This winter a committee consisting of P. Christensen, former Mayor of Elsinore (chairman), Mr. Bording, Minister of Agriculture, Jorgen Jorgensen, M.P., former Minister of Education, M. Hartling, former Minister of Education and chairman of the Danish Unesco Committee, and Peter Manniche, Principal, The International People's College, Elsinore, is arranging for two *international courses* at the College for teachers and youth leaders, *from November 3rd to December 22nd, 1948, and from January 7th to January 30th, 1949.* They will receive financial support from the Danish Ministry of Education.

The curriculum is so planned that students who wish can take part in

both courses and use the intervening period from December 22nd to January 6th for a study tour in Denmark, Norway and Sweden.

There will be two lectures and one study circle daily on education and Social and Cultural Conditions in the various countries of the world, with special reference to the schools for adults and adolescents in Scandinavia and to the educational ideas of Bishop Grundtvig, the founder of the folk high-schools. Optional language courses will be arranged.

The regular staff of the College consists of one Englishman, two Danes, one Swede, one Frenchman and two Germans. Guest lecturers will be Glen Otis Martin, Graduate from Harvard University and Union Theological Seminary; Professor Hal Koch, Denmark; Hjalmar Bossen, former principal of Tarna Folk High-School, Sweden; and Professor B. A. Fletcher, (formerly of Dalhousie University, Halifax), Director Bristol University Institute of Education.

Professor Fletcher will give three series of lectures on

1. The Training of Youth Leaders,
2. The Development of a Philosophy of Education,
3. Education in Relation to Peace and International Understanding.

Fees for Board, Lodging and Tuition are: November 3rd to December 22nd, £20, or \$80; January 7th to January 30th, £10, or \$40. The cost of the itinerary from December 22nd till January 6th will be £15, or \$60.

The movement to give teachers a living wage is taking on national proportions. Everybody is beginning to realize that the privilege of associating with our darlings is not quite all that a teacher could ask.—Howard Brubaker in *The New Yorker*.

Summary of Analyses of Divisional Salary Schedules for 52 School Divisions, Province of Alberta

(a) Table showing minimum salaries in different classifications for 18 Divisions with Positional Salary Schedules.

Annual Salaries	Number of Divisions	Prin. 4-rooms	H.S. and	Elem. Int. Degree	Degree
\$1300	1				
1350	1				
1400	8				
1450	2				
1500	3				
1550	1				
1600	2				
1650	1				
1700	1				
1750	1				
1800	1				
1850	1				
1900	1				
1950	1				
2000	1				
2050	1				
2100	1				
2150	1				
2200	1				
2250	1				
2300	1				
2350	1				
2400	1				
2450	1				
2500	1				
2550	1				
2600	1				
2650	1				
2700	1				

(a) Table showing maximum salaries in different classifications for 18 Divisions with Positional Salary Schedules.

Annual Salaries	Number of Divisions	Prin. 4-rooms	H.S. and	Elem. Int. Degree	Degree
\$2000	1				
2050	2				
2100	3				
2150	1				
2200	3				
2250	3				
2300	4				

(b) Table showing minimum salaries in different classifications for 34 Divisions with Single Salary Schedules.

Annual Salaries	Number of Divisions	Years of Training
\$1400	1	6
1450	2	6
1500	26	6
1550	6	6
1600	3	6
1650	13	6
1700	6	6
1750	1	6
1800	6	6
1850	1	6
1900	11	6
1950	1	6
2000	11	6
2050	3	6
2100	3	6
2150	2	6
2200	10	6
2250	4	6
2300	4	6
2350	1	6
2400	1	6
2450	1	6
2500	1	6
2550	1	6
2600	2	6
2650	1	6
2700	1	6

(b) Table showing maximum salaries in different classifications for 34 Divisions with Single Salary Schedules.

Annual Salaries	Number of Divisions	Years of Training
\$2000	1	6
2050	1	6
2100	4	6
2150	1	6
2200	16	6
2250	3	6
2300	8	6
2350	1	6
2400	12	6
2450	4	6
2500	1	6
2550	4	6
2600	3	6

2350	2	2	IV
2400	1	1	
2450	2	2	
2500	1	1	
2550			
2600			
2650			
2700	1	1	
2750	1	1	
2800			
2850	2	2	
2900	2	2	
2950	2	1	
3000	3	2	VI
3050	2	2	
3100	1	1	
3150	1	1	
3200	2	2	
3250		2	
3300		3	
3350			
3400		3	
3450	1		
3500		1	IX
3550		1	
3600			
3650		1	

III.

Table showing Total Amount of Increments.

Total in Increments	Number of Divisions
\$450	1
500	1
550	1
600	4
650	1
700	16
750	8
800	11
850	3
900	3
950	
1000	3

Note: 6 schedules provide total in increments that increase as each year of training is completed, and 4 schedules provide total in increments as 50% of basic salary. As a result, the total in increments range from \$700 to \$1300, depending on number of years of training. In this table, the total increments apply to one year's training.

2650			
2700	13		
2750	2		
2800	8		
2850	1		
2900	3		
2950	1		
3000	1		
3050	1		
3100	2		
3150	3		
3200	1		
3250	1		
3300	1		
3350	1		
3400	1		
3450	1		
3500	1		
3550	1		
3600	1		
3650			
3700			
3750			
3800			
3850			

Table showing Number of Annual Increments of different amounts.

Amount of Annual Increments	Number of Increments
\$ 50	11
75	61
90	10
100	316
120	6
125	2
200	1

See Note, Section III.

V.

(a) Table showing Allowance for University Degree for 18 Divisions with Positional Salary Schedules.

Amount Per Annum	Bachelor's Degree	Second Degree
\$10		
50		
75		1
100		1
150		1
200		5
250		
300	1	
350	1	
400	6	
450	3	
500	4	
600	2	
700	1	

V.

(b) Table showing Allowance for University Degree for 34 Divisions with Single Salary Schedules.

Amount Per Annum	Bachelor's Degree	Second Degree
\$ 0		16.
50		
100		3
150		1
200		7
250		1
300		4
400		2
500	1	
600	6	
700	8	
750	4	
800	7	
900	6	

VIII.

Table showing Allowances in Principals' salaries for Supervision and Administration of a 4-room school.

Amount per Annum	No. of Divisions
\$100	3
150	8
200	9
250	8
300	14
350	2
400	6
450	1
500	1

X.

Table showing salary for 12 years' service for one-room schools, elementary grades and one-year's training.

Total Salary	No. of Divisions
\$21,300	1
400	
500	
600	
700	1
800	
900	1
22,000	
100	1
200	1
300	
400	3
500	1

VI.

Table showing Allowance for Partial Degrees.

	Number of Divisions
No allowance	0
An amount for each year of University	10
An amount for each University course	42

VII.

Table showing Allowance for Previous Experience.

	Number of Divisions
Full Allowance	36
Partial Allowance	16
No Allowance	0

IX.

Table showing total salary for 6 years' service for one-room schools, elementary grades, and one-year's training.

Total Salary	No. of Divisions
\$ 9300	3
400	
500	2
600	1
700	
800	1
900	9
10000	
100	2
200	7
300	
400	
500	22
600	
700	2
800	1
900	1
11000	1

24,000	6	800
100	1	900
200		25,000
300		100
400		200
500	1	300
600		400
700		500
		1

Highest minimum salary in Positional Salary Schedules for one-room schools, elementary grades	\$1600	Coal Branch, Medicine Hat
Highest maximum salary in Positional Salary Schedules for one-room schools, elementary grades	2350	Coal Branch, Sturgeon
Highest minimum salary in Positional Salary Schedules for intermediate grades	2000	Medicine Hat
Highest maximum salary in Positional Salary Schedules for intermediate grades	2500	Wheatland
Highest minimum salary for High School and Degree in Positional Schedules	2450	Sturgeon
Highest maximum salary for High School and Degree in Positional Salary Schedules	3450	Sturgeon
Highest minimum salary for Principal of 4-rooms with Degree in Positional Salary Schedules	2700	Vegreville
Highest maximum salary for Principal of 4-rooms with Degree in Positional Salary Schedules	3650	Sturgeon
Highest minimum salary for one-year's training in Single Salary Schedules	1500	26 Divisions
Highest maximum salary for one-year's training in Single Salary Schedules	2500	Calgary
Highest minimum salary for two-years' training in Single Salary Schedules	1800	Fairview, High Prairie, Peace River, Rocky Mt. House, Spirit River, Sullivan Lake
Highest maximum salary for two-years' training in Single Salary Schedules	2600	Calgary, Fairview, Sullivan Lake
Highest minimum salary for three-years' training in Single Salary Schedules	2100	Fairview, High Prairie, Peace River, Rocky Mt. House, Spirit River, Sullivan Lake
Highest maximum salary for three-years' training in Single Salary Schedules	2925	Bow Valley

Highest minimum salary for four-years' training in Single Salary Schedules	2400	Fairview, High Prairie, Peace River, Rocky Mt. House, Spirit River, Sullivan Lake
Highest maximum salary for four-years' training in Single Salary Schedules	3300	St. Mary's River
Highest minimum salary for five-years' training in Single Salary Schedules	2700	Rocky Mt. House
Highest maximum salary for five-years' training in Single Salary Schedules	3750	St. Mary's River
Highest minimum salary for six-years' training in Single Salary Schedules	2550	Bow Valley
Highest maximum salary for six-years' training in Single Salary Schedules	3825	Bow Valley
Highest amount in total increments	1275	Bow Valley
Highest annual increment	200	Taber
Highest amount for Bachelor's Degree in Positional Salary Schedules	700	Clover Bar
Highest amount for Second Degree in Positional Salary Schedules	210	Stony Plain
Highest amount for Bachelor's Degree in Single Salary Schedules	900	Fairview, High Prairie, Peace River, Rocky Mt. House, Spirit River, Sullivan Lake
Highest amount for Second Degree in Single Salary Schedules	400	Castor, Ponoka, Rocky Mt. House
Highest allowance for Supervision of a 4-room school	500	Rocky Mt. House
Highest total salary for 6 years' service for one-room schools, elementary grades and one-year's training	11,000	Taber
Highest total salary for 12 years' service for one-room schools, elementary grades and one-year's training	25,500	Calgary

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Official Bulletin, Department of Education

No. 117

Cadet Training

Teachers and principals are hereby advised that the practice of granting high school credits for cadet training will be discontinued after the present school year.

Audio-Visual Materials for Commercial Teachers 16mm. Films

Following are descriptions of two films on typing, which have been obtained by the Audio-Visual Aids Branch more recently. Both are considered to be outstanding instructional films in the judgment of one of our leading commercial teachers who saw them this past summer.

T-507 Basic Typing: Methods—demonstrates the correct posture for typing and proper fingering of the keys; shows the use of the shift key, back spacer, tabulator, carriage return lever, etc., on both manual and electric machines; discusses the function of various fixtures on the machine. Correct insertion of single sheets and carbon pack is also demonstrated, together with the use of the paper release and carriage release levers. 30 minutes.

T-524 Advanced Typing: Shortcuts

—This film stresses the importance of good posture, arranging equipment, and demonstrates how to use tab stops, tab bar, decimal tabulator key. Shows how to handle carbon packs, use the pressure indicator, make proper erasures, insert missing words and letters, remove extra words and letters, to type cards, envelopes, and labels, and to draw vertical and horizontal lines. 35 minutes.

35mm. Filmstrips

For the schools which are equipped with filmstrip projectors the following set of filmstrips is available.

P-951 to P-956 Accounting Series—

These filmstrips take up one point at a time and explain with a number of illustrations. An Alberta commercial teacher who previewed the set before its purchase made the following remarks: "The first three filmstrips (P-951, P-952, and P-953) are especially fitted for Bookkeeping 1 either as teaching or review lessons. The last three filmstrips are suitable to Bookkeeping 2 and we made good use of them." Refer to your last Supplementary List No. 2 (to the Classification List of Filmstrips and 2x2 Slides, September, 1947) for a listing of the titles.

A teenager who, told by his teacher that if he cheated he would have difficulty living with himself, returned his report with the earnest comment that he could cheat and live with himself much better than he could fail and live with his mother.

Faculty of Education Statistics 1948 - 49

EDMONTON

First Year

	Men	Women	Total
Junior E. and I.	65	156	221
B.Ed.—			
(four year) 1	44	58	102
B.Ed.—			
(three year)	23	6	29
Partials—			
intramural	1	2	3
	133	222	355

Second Year

B.Ed.—			
(four year) 2	50	51	101
B.Ed.—			
(three year)	72	8	80
Partials—			
intramural	9	19	28
	131	78	209

Third Year

B.Ed.—			
(four year) 3	35	21	56
B.Ed.—			
(three year)	30	4	34
Partials—			
intramural	11	8	19
	76	33	109

Fourth Year

B.Ed.—			
(four year) 4	6	12	18
B.Ed. in			
Ind. Arts	14	0	14
B.Ed. in Agric.	3	0	3
Partials—			
intramural	0	0	0
	23	12	35

Graduates, Fourth, Fifth and Sixth Years

B.Ed.			
after degree 5	21	7	28
Partials-intra.	6	5	11
Partials-extra 6	20	7	27
Specials 7	1	2	3
	48	21	69

M.Ed.—Full time	35	1	36
Partials-intra 8	8	5	13
Partials-extra	22	1	23
	65	7	72

Edmonton Totals	476	373	849
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CALGARY

First Year

Junior E. and I.	30	101	131
B.Ed.—			
(four year)	11	12	23
B.Ed. in			
Ind. Arts	5	0	5
	46	113	159

Second Year

B.Ed.—			
(four year)	7	7	14
B.Ed. in			
Ind. Arts.	22	0	22
	29	7	36

Third Year

B.Ed. in			
Ind. Arts	3	0	3
	3	0	3

Specials

	1	0	1
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Partials

All Years	7	9	16
	8	9	17

Calgary Totals	86	129	215
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All Over Totals	562	502	1064
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- 1-includes 1 B. Ed. in Agriculture.
- 2-includes 2 B. Ed. in Agriculture.
- 3-includes 5 B. Ed. in Ind. Arts and 1 B. Ed. in Agriculture.
- 4-includes one combined degree.
- 5-full time.
- 6-includes one man in Calgary.
- 7-five not counted who are also registered in another Faculty.
- 8-includes one woman in Calgary.

News From Our Locals

ANDREW

The second meeting of the Andrew Sub-local of the A.T.A. was held in the Andrew school on Friday, Oct. 22, with 22 members present.

The minutes of the first meeting were read and approved. After a brief discussion of business matters, an educational film was shown by Mr. G. Topolnisky.

Mr. F. Danelesko and Mr. A. Saruk invited the teachers to Zawale School for the next meeting, to be held on November 19.

Lunch was served by the Andrew School staff, after the meeting adjourned.

Sixteen members met in Zawale School for the third meeting of the Andrew Sub-local, on Friday, November 19.

The Newsletter issued by the A.T.A. was read by the President, Mr. J. W. Huculak. A lively discussion followed the reading.

After the meeting adjourned, the sixteen members present were invited to the teacherage for lunch, prepared and served by Mrs. Jessie Saruk, Mr. Alex Saruk and Miss Josephine Sawchuk and Mr. Fred Danelesko (Zawale and Huwen teachers). Everyone had an exceptionally enjoyable time during the evening. All joined in a sing-song and were accompanied by the pianist, Miss Elizabeth Bay. The hosts offered further entertainment by providing games and prizes.

On behalf of everyone present, Mr. J. W. Huculak expressed sincere and hearty thanks to the two hosts and hostesses for the entertainment and refreshments provided.

The next meeting will be in the Andrew School, on December 17.

BEAVERLODGE - HALCOURT

The Beaverlodge-Halcourt Sub-local met at the home of Mrs. J. Perry in Beaverlodge on the evening of October 12. There were ten teachers present. An election of officers took place as follows:

President, Mr. C. Cavett; Vice-President, Miss Glendenning; Secretary-Treasurer, Mrs. Miles; Councillor, Mr. Cavett; Press Correspondent, Mrs. Perry.

This was followed by a discussion of plans for the year's work, after which lunch was served by Miss Dron and Mrs. Miles.

BERRY CREEK

The first Teachers' Institute of Berry Creek Local A.T.A. was held in Sunnybrook November 3, with six teachers and Superintendent W. G. Hay present.

The topic discussed was "Planning Your Program". Mr. Martin Paetz gave a talk on speech training.

The Local held a meeting after the Institute, with Miss Funnell, President, in the chair. Each teacher gave a suggestion on classroom management.

Following the meeting, Miss Ruth Horner served tea in her cottage.

BON ACCORD - GIBBONS

This Sub-local met again on October 18 and November 1, at Bon Accord and Gibbons High Schools respectively. Successful meetings were held both times, with all members present.

A successful dance was held by this Sub-local in the Gibbons Hall on October 29.

A search for local talent is being campaigned in the districts, the results culminating in a Country Talent Show in the Community Halls in the near future.

A new sound projector was purchased by the Bon Accord School,

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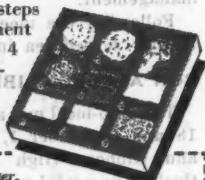


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the silent machine being used by the Gibbons and St. Eugene Schools.

The Code of Ethics was discussed briefly, and at one future meeting will be fully viewed.

Track meets are discussed now the suitable location of our Fall Divisional Meet is being mediated.

Landscaping of school areas are still receiving our attention.

Lunch was served at the conclusion of each meeting. The Principal of the Bon Accord High School, Mr. J. Pasemko, showed two educational films and the new sound projector, at the conclusion of the meeting held at Bon Accord.

BUSBY - PICARDVILLE

Eight members of the Busby-Picardville A.T.A. Sub-local gathered at Trail's End School, November 17, at 3:30, for a regular meeting.

Arrangements were completed for a dance, sponsored by the members, scheduled for November 26, at the Picardville Hall, with Mr. Berezon's orchestra in charge.

Mrs. Hunter, our representative on the Festival Committee, gave a general report on the activities as outlined by the committee. The members agreed to hold the festival at Picardville.

Mrs. Grainger offered her home for the next meeting, scheduled for January 13, at 3:30.

Refreshments were served by Mrs. Ford, teacher of Trail's End School.

CALGARY RURAL LOCAL

The Calgary Rural Local A.T.A. met at the regular meeting place in the Elks Building, on Friday afternoon, October 27.

This meeting marked the closing of the teachers' convention and the sustained high note of optimism and geniality carried over from the convention made the meeting very pleasant and gratifying.

Mr. Holman gave an interesting talk on pensions and carried his audience with him into the dim, distant future for a brief and illuminating period, and a hearty vote of thanks was tendered him.

A new slate of officers was elected as follows:

President, Mr. Mumby; Vice-President, Mr. Anderson; Secretary-Treasurer, Mrs. Boos; Press Correspondent, Mrs. Hogan; Bulletin Editor, Mr. Joynes; Representative to City Council, Mr. Staal; Salary Negotiating Committee, Mr. Staal, Mr. White, Miss McIntosh, Mr. Grant, Mr. Folkard, Mr. Anderson; Mrs. Brogan, Mr. Story, Miss Wannacotte; Councillors, Mr. White, Mr. Folkard; Convention Committee, Mr. Schrader, Mrs. Boos.

It was decided to return to regular monthly meetings of the A.T.A., these meetings to be partly social.

The next meeting will be on the last Friday of November, at 8:00 p.m., at the Elks Building. Mr. Seymour will be the guest speaker.

CROWSNEST PASS

A meeting of the Crowsnest Pass Local A.T.A. was held October 20, in the Coleman School.

The main business of the meeting was the election of officers for the 1948-49 term. Officers elected were:

President, Mr. J. Cousins; Vice-President, Mr. M. Smith; Secretary-Treasurer, Mr. R. Spillers; Press Correspondent, Miss J. Millett; Councillors, Mr. H. Allen and Mr. W. Marcolin.

Mrs. C. Fleming and Mr. W. Jallep were elected as representatives to attend the Southwestern Alberta Teachers' Association meeting in Lethbridge.

Following adjournment of the meeting, refreshments were served by the members of the Coleman staff.

DECEMBER, 1948

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CZAR - HARDISTY

The second meeting of the Czar-Hardisty Sub-local A.T.A. was held in Hardisty on November 10, 1948.

A report on the initial investigation of the festival committee was given. No decisions have yet been reached.

The Gimby report (*A.T.A. Magazine*, Vol. 29, No. 1) was discussed.

Four A.T.A. Handbooks were ordered for the four central schools of the Sub-local.

A motion was passed requesting the Division to delay 9:30 opening of schools at least until December 1 or later if fine weather continued.

DRAYTON VALLEY

The first meeting of the year for the Drayton Valley Sub-local was held Thursday evening, September 30, at the home of Mrs. G. Glass, Rocky Rapids.

Following is the new executive:

President, Mrs. G. Pawluk; Vice-President, Mrs. G. Glass; Secretary-Treasurer, Mrs. Jungwirth; Councillor, Mrs. E. Deby; Press Correspondent, Mrs. B. Henkel.

After the meeting lunch was served by Mrs. Glass.

The second meeting was held on Friday evening, October 29; also at the home of Mrs. G. Glass.

The possibility of a musical festival, a school fair and/or a collective concert to be held by the Drayton Valley Sub-local schools was discussed.

Future meetings were decided to be held on the last Friday of every month.

Following the meeting, Mrs. Glass served lunch.

EGREMONT

Three meetings have been held to date. Eleven teachers are members of this Sub-local. The following

The A.T.A. Magazine

officers were elected for the coming year:

President, Mr. Bayduza; Vice-President, Mr. Muzyka; Secretary-Treasurer, Miss Wasylenska; Press Correspondent, Miss Wasylenska; Councillor, Mr. Konasewich; Nominating Committee, Mr. Muzyka.

The teachers are working towards the purchase of a movie projector. Following the last meeting, lunch was served at the home of Mr. and Mrs. Konasewich at Half Moon Lake.

ENTWISTLE - SEBA

The November meeting of the Entwistle-Seba Sub-local was held at Wabamun teacherage, with Mr. Philip Cox as host.

First-hand information, ably delivered by Miss Josephine Bailey on "What Goes On Behind the Scenes

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in Radio," made this meeting one of outstanding interest.

Lunch was served by Mr. Cox. The next meeting will be held December 3, in Miss Bailey's teacherage at Jasper Creek.

EVANSBURG - WILDWOOD

The Evansburg-Wildwood A.T.A. Sub-local met at the teacherage in Evansburg on Saturday, November 13, with eight members present. Correspondence concerning the Reading Tests was dealt with. The proposed changes in the track meet were discussed, but no decision will be made until the rural teachers can be present.

The Salary Negotiating Committee was instructed to ask for the increase decided at the Fall convention.

Lunch was served by Mrs. J. Rogers, assisted by Mrs. I. Oatway.

The next meeting will be held in the Home Economics Room in the Evansburg School on December 11.

GRANDE PRAIRIE

The first meeting of the new council of the Grande Prairie A.T.A. Local was held in the hall of St. Joseph's Academy immediately after the annual teachers' convention, October 28-29. The council, elected during the convention, is as follows:

President, Miss K. Robson; Vice-President, Mr. H. Sherck; Secretary-Treasurer, Sr. Mary of St. Agnes; Councillors, Mr. C. E. Cavett, Mrs. L. Lundblad, Mr. W. Kujath.

This first meeting was chiefly concerned with the time, date and place of the regular monthly meetings; the payment of all outstanding bills for the convention and otherwise; and other financial and organization matters.

HIGH PRAIRIE

A meeting of the High Prairie Local was held in the Home Economics Room at High Prairie on Saturday, October 30.



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The financial status of the Local was discussed. The Secretary was then asked to write to Mr. Ansley regarding the period of time covered by the last cheque. The Local would like to have a brief financial statement sent with each cheque and would like to ask for more funds.

The A.T.A. convention will be held December 2 and 3 at High Prairie. Mr. Toews has been invited to attend and give us highlights on A.T.A. affairs and an outline of how money is distributed to the Locals. Mr. Sheppy, Superintendent, Grande Prairie, is expected to speak on the subject of departmental examinations. It is hoped that Mr. Ansley, representatives from the Faculty of Education, the Department of Education, and other guest speakers will be present.

HOLDEN

The teachers of the Holden Sub-local A.T.A. met on Thursday,

October 28, at Holden. The following officers were elected for the coming year:

President, Mr. Alex Gorday; Vice-President, Miss Jean Robertson; Secretary-Treasurer, Miss Ila Moen; Sports Representative, Mr. Andrew Yuhem; Local Representative, Miss Olga Nay; Press Correspondent, Miss Joyce Bailey.

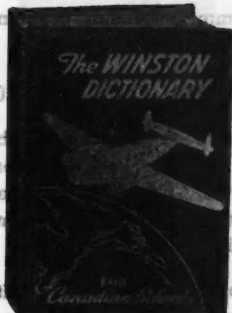
A discussion of the year's program was held and plans were made to work on Arts and Crafts at future meetings.

At the conclusion of the business meeting a film was shown.

JASPER

The November 9 meeting of the Jasper A.T.A. Sub-local was held in the Home Economics Room, with Mr. Wright as host of the evening.

The main feature of the meeting was a demonstration by Mr. Tweedle on the making of simple looms and



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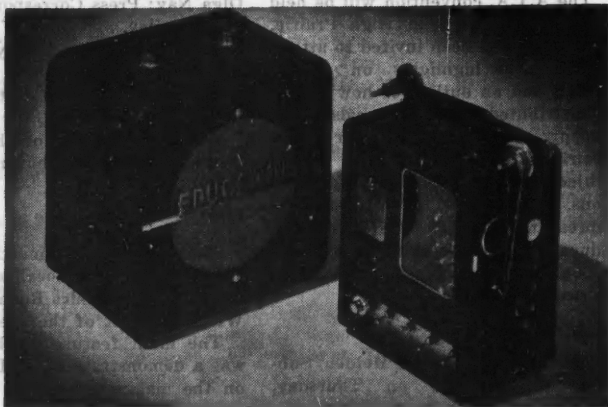
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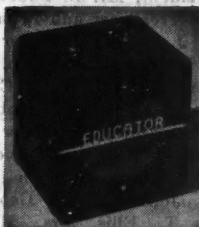
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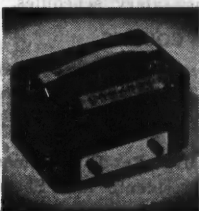
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weaving. This was most interesting and helpful.

The December meeting will be held at the home of Mr. and Mrs. Peers. Miss Shortreed is in charge of the program.

MARWAYNE - STREAMSTOWN

An organization meeting of the Marwayne - Streamstown Sub-local was held at Marwayne on October 4. The following executive was elected:

President: Miss McRoberts; Vice-President, Mr. Hugh Doherty; Secretary-Treasurer, Mr. Lorne Russell; Councillor, Mr. John David; Press Correspondent, Miss Tynar.

The approaching convention at Vermilion was discussed and several resolutions formed.

Following the meeting, Mrs. Doherty served lunch.

On November 1 a meeting of Marwayne-Streamstown Sub-local was held at Streamstown. Plans were made for a program of reading dealing with Psychology of the Adolescent for the coming year. A testing program for the entire Sub-local was also discussed. Mrs. David completed the evening by serving lunch.

McMURRAY - WATERWAYS

The first meeting of the McMurray-Waterways A.T.A. was held Saturday, November 13, at 2:00 p.m., in the McMurray Public School. At this meeting, Mrs. W. Irwin was elected President, Mrs. H. Garner, Secretary, and Miss Craig, of Waterways, Treasurer. Miss M. Whelan of the Separate School was elected Press Correspondent.

A motion was made that monthly meetings be held, the date and place of each to be decided at the previous meeting. The next meeting is to be held at the home of Mrs. Irwin on December 10, at 8:00 p.m.

MEDICINE HAT

The organizational meeting of the

Medicine Hat Rural Local of the A.T.A. was conducted at Alexandra School, 3:00 p.m., Thursday, November 4, 1948. Officers elected for the term include:

President, Mr. D. T. Ellis, New Hilda; Vice-President, Mr. B. Zubot, State; Secretary-Treasurer and Press Agent, Mr. Geo. J. Sackman, Schuler; Executive, Miss E. Mann, New Hilda; Mr. Geo. E. Smith, Irvine; Mr. J. C. McPhail, Newburg; Mr. B. Zubot, State; Mrs. M. Whitney, Jenner; Councillors, Mr. T. H. Curran and Mr. D. T. Ellis; Negotiating Committee, Mr. J. R. Johnston, Mr. Geo. Smith, Mr. D. T. Ellis, Mrs. M. Whitney.

The members unanimously agreed to a motion by Mr. J. C. McPhail that the teachers of each Sub-local form a Sub-local association to work in cooperation with the general Local of this Division. This has been done in Sub-local 4, Red Deer River Sub-local, and Schuler-Hilda Sub-local.

To keep those teachers unable to attend meetings aware of the business of the Local, it was generally agreed that a detailed report of each meeting be sent to The A.T.A. Magazine at the close of each meeting.

The next meeting of the Local will be held on Saturday, December 4, 2:00 p.m., Toronto Street School, Medicine Hat. All teachers are requested to attend and present their views regarding salary schedules.

MILK RIVER - COUTTS

The Milk River-Coutts Sub-local of the Alberta Teachers' Association elected the following officers for the coming term:

President, Mr. R. E. Thomas, Coutts; Vice-President, Mr. Shermata, Masinasin; Secretary-Treasurer and Press Correspondent, Miss J. Schmidt, Milk River; Councillor, Mr. E. Rivers, Milk River.

A short discussion regarding the Blue Cross Plan followed. It was de-

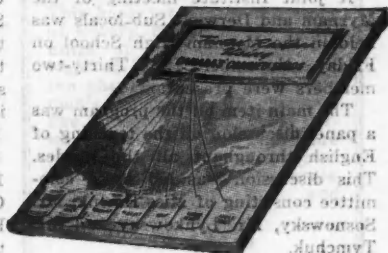
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cided that Mr. G. Mowat, Inspector of Schools, be invited to our January meeting as a guest speaker.

At the close of the meeting, lunch was served by the teachers of Masinasin.

MYRNAM AND DERWENT

A joint Institute meeting of the Myrnam and Derwent Sub-locals was held in the Myrnam High School on Friday, November 12. Thirty-two members were present.

The main item on the program was a panel discussion on the teaching of English throughout all the grades. This discussion was led by a committee consisting of Miss Hasiuk, Mr. Sosnowsky, Mr. Lynkowsky and Mr. Tymchuk.

Mr. Taschuk gave a report on the evaluation of University credits as they apply on our salary schedule. He also led a discussion on the use of Intelligence Tests results.

Lunch was served by the social committee, assisted by the members of the Myrnam staff. After lunch, a sing-song was enjoyed by all.

NAMAO

The teachers of the Namao A.T.A. Sub-local held their reorganization meeting on October 2, at the Masonic Temple in Edmonton. The following were elected to office: President, T. Tetreau; Vice-President, Mrs. D. Lepard; Secretary-Treasurer, Pauline Klapouschak; Press Correspondent, J. E. Andriesiw; Councillor to the Local Executive, Mr. Garoud.

At another meeting held on Saturday, October 30 at 1:30 p.m., the Sub-local made arrangements to hold a dance at Namao on November 19. It was also agreed upon that at our first meeting in 1949 we would devote some of our time to the review of the teachers' code of ethics. A discussion of the salary schedule followed, as a result of which two suggestions were recorded for considera-

tion by the Local Salary Negotiating Committee.

One of the features of our next meeting will be the discussion of Standardized Tests.

PINCHER CREEK

A special meeting of the Pincher Creek Local A.T.A. was held on September 11 to organize the fall track meet. It was decided to hold the track meet October 6, with all schools in the Pincher Creek Division invited to participate.

At their second meeting for the 1948-49 term held October 7 in Central School, Lethbridge, the Pincher Creek Local A.T.A. elected the following to office: Mr. R. Fitzpatrick, President; Mr. H. Strynadka, Vice-President; Miss I Campbell, Secretary-Treasurer and Press Correspondent; Mr. K. Brown and Mr. H. Strynadka, Councillors; Mr. K. Brown, Mr. P. Iwasiuk, Mr. G. Porter, Mr. H. Strynadka, and Mrs. B. Ankill, Negotiating Committee; Miss V. Johnston, Miss M. Wilkins, Miss A. Boyle, and Mrs. J. Eyre, Program Committee. A discussion of suggestions and recommendations for future track meets followed the election of officers. Following meetings are to be held the first Saturday of each month in the Pincher Creek High School.

Fifteen members were present at the November meeting of the Pincher Creek Local A.T.A., held on the 6th of that month in the Pincher Creek High School. The main feature of the meeting was a discussion of *The Gimby Report* which appeared in the September-October issue of *The A.T.A. Magazine*. Lunch was served following the discussion.

PROVOST

A meeting of the Provost Sub-local was held in Provost School, Wednesday, November 17.

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The main topic of discussion was the Musical Festival. A short report was given by the Festival Committee and a tentative program was outlined.

The Sub-local decided to act as hosts to the Provost Local at a Rally to be held at a future date.

Lunch was served by Gladys Siebrasse and Kathleen Riseley.

Officers for the year 1948-1949 are as follows:

President, Rose Matwichuk; Vice-President, Mrs. M. Winters; Secretary-Treasurer, Mrs. R. Auburn; Press Correspondent, Oles Fuglem.

RIMBEY

A meeting of the teachers in the Rimbey Sub-local A.T.A. was held in the school with a good attendance. The teachers discussed their undertakings for the year, elected a new executive and enjoyed an informal discussion with A. R. Patrick, the Geographic Representative. It was decided to hold the monthly meetings on the first Tuesday of each month commencing at 8 p.m. A motion was passed to have lunches served at all meetings. Mr. Patrick offered the current opinions on several phases of the Association. He explained the set-up of the new pension scheme and answered questions about points raised by the teachers. The so-called Gimby Report was given an explanation from the viewpoint of central executive.

Following is the new executive:

President, Gordon Matthias, who is also the District Association Councillor; Vice-President, Sydney Macklin; Secretary-Treasurer and Press Correspondent, G. D. O. Carr.

ST. LINA

The first meeting of the year for the St. Lina Sub-local was held Saturday afternoon, November 6, in the new school.

Following is the new executive: Mr. T. Schmidt, President; Reverend

Sister St. Guy, Vice-President; Miss Mildred Bloor, Secretary.

Topics discussed concerned the Field Day held in June, and the Convention. Two very interesting and enjoyable speeches were given by Reverend Father Delisle on Psychology, and by Reverend Sister St. Charles d'Albert on Teaching Aids in Social Studies, grades 7 to 10. The meeting was closed by a very encouraging talk by our superintendent Mr. R. Racette. The next meeting will be held in February.

After the meeting, lunch was served by the Sisters of the Holy Cross.

ST. MICHAEL

The St. Michael Sub-local held its first meeting at Mrs. Savich's home, on Friday evening, October 21st, with nine teachers present. The following officers were elected for the coming year:

President, Mr. William Dushenski; Vice-President, Mrs. Anne Tkachuk; Secretary-Treasurer, Miss Sadie Batiuk; Councillor, Mr. Andrew Petruk.

The meeting was adjourned, followed by a whist drive, and lunch served by Mrs. and Mr. Savich.

STONY PLAIN-SPRUCE GROVE

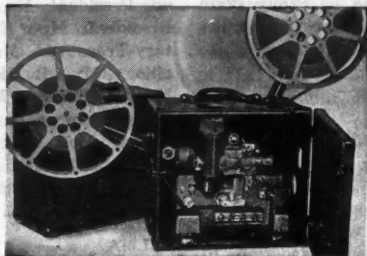
The organization meeting of the Stony Plain-Spruce Grove A.T.A. Sub-local was held at the Stony Plain Consolidated School. Twelve teachers, representing Stony Plain, Spruce Grove, and Wardea were present.

Officers elected were: President, Mr. E. Reynolds, Stony Plain; Vice-President, Mr. G. Carmichael, Spruce Grove; Secretary-Treasurer, Mr. F. Tarleton, Stony Plain; Councillor, Mrs. H. Templeton, Stony Plain; and Press Correspondent, Miss R. Hurlburt, Spruce Grove.

Meetings are to be held the first Thursday of each month at 8 p.m. in the Consolidated School.

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Discussion of the year's program followed.

Plans were made for guest speakers to be present at subsequent meetings.

Lunch was served by Stony Plain teachers in the Home Economics Room.

The regular meeting of the Stony Plain-Spruce Grove A.T.A. Sub-local was held Thursday, November 4, at the Stony Plain Consolidated School. Fourteen teachers were present.

A discussion and inspection of the Pupils' Culminative Record (Grades 1 to 12) as put out by the Alberta Department of Education was the main feature of the evening.

Salary schedules were also discussed and instructions re recommendations for changes were given Mrs. Carlton, our Councillor, to be taken to the main A.T.A. Executive.

Lunch was served by the Stony Plain teachers in the Home Economics Room.

SUNDRE

The Sundre Sub-local met in the Sundre School on October 20, with Mrs. Ruth Sandulak, presiding. Slate of officers for the Olds Local was discussed. The following officers were elected for Sundre Sub-local: President, Mr. D. Sandulak; Vice-President, and Press Correspondent, Mrs. M. Schafer; Secretary-Treasurer, Miss Jean Johnson; Sub-local Councillor, Mr. D. Sandulak.

The date for the Music Festival was set for April 14th, and the proposed date for the Track Meet, May 23rd.

It was decided that Mr. P. Crispo be invited to attend a meeting as guest speaker.

The next meeting is scheduled for November 27th at the home of Mr. and Mrs. D. Sandulak.

TOFIELD

The organization meeting of the Tofield Sub-local was held in October at the Home Economics Room.

The following officers were elected: President, Mr. E. Kindley; Vice-President, Miss Ella Brown; Secretary-Treasurer, Mrs. Coward; Councillor, Mr. R. Richardson; Track Meet Convenor, Mr. A. Ronaghan; Press Correspondent, Miss E. Brown.

Discussion took place as to the year's program.

Lunch was served by Miss Ella Brown and Mr. L. Olson.

VILNA

Vilna Sub-local held its second meeting at the Vilna High School on Friday, November 5th. Eighteen teachers were present.

Mr. Urchak of the Cache Lake School led an informative discussion on objectives and methods of treating the Language section of the English Course in Division I. At future meetings other teachers will continue to deal with English in Divisions II and III, and the High School English. Furthermore, it was decided to hold a local festival this coming spring.

The next Sub-local meeting will be held at Spedden.

The meeting closed with lunch and a sing-song.

WASKATENAU

The Waskatenau Sub-local of the Alberta Teachers' Association elected the following to office:

President, Mr. R. Elliott; Vice-President, Mrs. Krahulec; Secretary-Treasurer, B. Nekolaichuk; Press Representative, H. M. Uniat.

A short discussion regarding the convention followed. Mrs. Hawrelak then gave an interesting account of

The A.T.A. Magazine

Teaching Methods in Primary Grades. Lunch was served by Mrs. Flaska.

WEMBLEY

The teachers of the Wembley Sub-local met on November 10 at Saskatoon Lake school to organize for the term.

The officers for the year are: President, Mr. H. Sherk; Vice-President, Mrs. E. M. Robertson; Secretary-Treasurer, Mrs. B. Bunyan; Councillor, Miss Eileen Murray.

Meetings will be held in the evening of the first Thursday of each month.

Topics of discussion included Christmas concerts and Convention matters.

Mrs. Sherk served lunch at the close of the meeting.

WILLINGDON

The Willingdon Sub-local A.T.A. held their November meeting at the Willingdon school on Friday November 5. The Hairy Hill A.T.A. Sub-local were visitors at this meeting and actively participated in all discussions.

In the future, the A.T.A. meetings will be held alternately at Hairy Hill and Willingdon.

The chairmen of both Sub-locals were to investigate the possibilities of Home and School organizations in their towns.

Mr. M. G. Toma, Willingdon High School teacher, gave a very enlightening talk on the Banff School of Fine Arts, which he attended last summer.

Mr. G. Kotolyuk, Willingdon principal, outlined the "Code of Ethics."

Mr. N. W. Svekla showed the

group of 20 teachers present a film entitled "Tips for Teachers." The meeting adjourned and refreshments were served at the Kozy Korner.

COALHURST - NOBLEFORD

The initial meeting of the Coalhurst - Nobleford Sub-local of the A.T.A. was at Coalhurst on the evening of Wednesday, September 29th. Last year's vice-president, Miss Luco, was chairman, assisted by Miss Poelman as secretary. There was an attendance of twenty-nine from a membership of thirty-seven in the seven schools.

An executive for the 1948-49 term was elected as follows:

President, Mable Luco; Vice-President, R. Pulleyblank; Secretary-Treasurer, Aurelia Hahn; Councillors, M. Luco, H. Toews, A. Reid; Member of the Salary Negotiating Committee, H. Toews.

It was decided that meetings would be held on the second Wednesday of each month, at the various schools, beginning at Barons on November 10th.

W. J. White reported on the present condition of arbitration of the schedule. He announced that only token cheques would be issued by the Lethbridge Divisional Board at the end of the month. A vote of thanks was tendered him by the meeting for his efficient efforts during past years as a member of the salary negotiating committee.

A list of candidates for election to the executive of the Local was then nominated.

M. Holman commented briefly upon the forthcoming convention.

We have not yet received the names and addresses of the Executive, of the following Locals: Acadia, Berry Creek, Bonnyville, Edmonton Intermediate, High School and Separate, Foothills, High Prairie, Lethbridge District, Neutral Hills, Spirit River, Vegreville, Westlock and Wheatland.

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TEACHER EXCHANGE BURSARIES

The breakdown of Canadian teachers on exchange during the current school year is as follows:

United Kingdom.....	41
South Africa.....	8
United States.....	7
Interprovincial.....	30

All the above teachers received travel bursaries of \$75 for inter-provincial and \$50 for other exchanges from the C.E.A., through a grant from Imperial Oil Limited.

Mr. A. R. Lord, President of the Association, announced at the Convention that Imperial Oil has again generously donated \$5,000 for travel bursaries for the year 1949-50. The Directors of the C.E.A. are especially interested in promoting inter-provincial exchanges and directed that, for the year 1949-50, bursaries of \$100 per teacher should be made available to those proceeding outside of Canada and Newfoundland.

—The C.E.A. Newsletter.

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